

Curriculum Design 2023-24

RS							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme	Sacred Six Religions	Expressions of Spirituality	Immortality- are we immortal?	Dharmic Faiths	Abrahamic faiths	Christianity 1
	Concept	Diversity, Beliefs, Spirituality	Spirituality, Beliefs, Diversity	Diversity, big question, beliefs	Big questions	Diversity	Beliefs, Big questions
	Skills Knowledge	<p>An introduction to the 6 main world religions including key beliefs and practices- Hinduism, Sikhism, Buddhism, Judaism, Islam and Christianity.</p> <p>An appreciation and empathy for the diversity of faiths in this world. Students will encounter the six big religions to develop religious literacy.</p> <p>Core beliefs include- where in the world this religion was started, their holy books, key figures, festivals celebrated, places of worship, ended by a presentation of these.</p> <p>Skills developed- empathy, group work skills,</p>	<p>An examination and comparison of religious and non-religious expressions of spirituality. Such as meditation, prayer, music, yoga, mystical aspects of Islam and non-religious ways.</p> <p>Written and verbal evaluation skills will be developed by making judgements about the most effective forms of expression at the end in an assessment.</p>	<p>Reflecting on the big question of what happens when we die. A comparison of cyclical and linear views of immortality as well as contrasting non religious and religious beliefs about life after death.</p> <p>Pupils will develop their philosophical reasoning by examining views on whether humans are immortal- the key big question.</p> <p>Pupils will look at linear views with linking this back to their knowledge on Christianity, Islam and Judaism from the 'sacred six' topic- developing spiralisation skills. Cyclical views will develop on their understanding of Hinduism.</p>	<p>An examination of the Dharmic faiths, with a focus on what is similar and what is different about the religions of Hinduism, Sikhism and Buddhism and understand why they are grouped into one, with their shared beliefs on Dharma.</p> <p>Pupils will develop empathy and understanding of the Eastern faiths by learning about their shared beliefs and teachings, such as the symbols, suffering, stories, festivals and their view on peace and conflict.</p>	<p>Pupils will begin by developing an understanding of the term Abrahamic and why the 3 faiths are grouped into one, their historical and geographical link.</p> <p>Examine the Abrahamic faiths with a focus on what is similar and different about the religions of Islam, Christianity and Judaism.</p> <p>Pupils will develop empathy and understanding of the Abrahamic faiths by learning about their shared history and teachings.</p>	<p>An examination of beliefs and teachings about God and Jesus. The significance of baptism as an expression of Christian beliefs.</p> <p>Developing the skill of using sacred writing to support explanations of Christian belief and practice.</p> <p>Pupils to investigate the key big question- was Jesus resurrected?</p> <p>Diversity of views with reference to different ways to be baptised amongst the denominations</p>
	Wider Curriculum	British values- tolerance, respect, Y7 Buddhism and Synagogue trip	British values- tolerance, respect, Y7 Buddhism and Synagogue trip	Y7 Synagogue trip,	Y7 Buddhist centre trip, Interfaith Week	Y7 Synagogue trip, Interfaith Week	British values- tolerance, respect
		Theme	Hinduism	Judaism	Buddhism	Islam 1	Multifaith
8	Concept	Beliefs, Ethics, Spirituality	Beliefs, Ethics, Spirituality, Diversity	Beliefs, Ethics, Spirituality, Diversity	Beliefs, Spirituality	Diversity, Beliefs	Diversity, Beliefs, Spirituality
	Skills Knowledge	An in depth examination of Hindu beliefs about God and how to live a moral life according to Hindu teachings. Pupils will also learn about how beliefs are expressed in Hinduism through rites of passage and daily worship.	An in depth examination of the lived faith of Judaism in the modern world. Pupils will use sacred writing to support explanations of Jewish practice. Such as Kosher food, rites of passages such as Bar and Bat Mitzvahs.	Pupils will learn about the central beliefs of Buddhism and how these inform Buddhist practice. Pupils will practice the skill of evaluation by reflecting on Buddhist teaching such as the 4 noble truths and 8fold path as	An examination of Muslim beliefs about God, prophets and the afterlife. Use of sacred writing to support explanations of Muslim beliefs. Rites of passages will be studied through the study of Pillar 1-	Pupils will learn about cultural and religious diversity within their local and national community. Pupils will look at 'Multifaith Bradford' which elements of Bradford celebrate and appreciate different faiths and culture- buildings, events etc.	An introduction to non religious belief systems and lesser known religions. Pupils will understand other world views such as Atheism and Humanism.

		Pupils will evaluate the extent to which common assumptions made about Hinduism are accurate (e.g. misconceptions about the caste system, idol worship, polytheism.)	Pupils to investigate into Jewish responses to the Holocaust. Developing skills such as comparison and empathy- understanding diversity of views e.g. reform and orthodox jews and how this affects their practise.	a way to live a moral life linking to RS concept ethics. Pupils to develop their understanding on the 8 fold path to link to Buddhist monks and nuns, their way of life and link to ethics by looking at moral dilemmas. Diversity of views- Theravada & Mahayana Buddhism	Shahadah, how this is used in elements of the birth of a baby and Muslim funerals. Investigation into Islamophobia in Britain- pupils to confront issues faced in Britain and raise awareness of discrimination and prejudice faced by Muslims.	Pupils will develop the skill of empathy by understanding and appreciating differences between people they live alongside, through studying their expressions of religious identity such as religious clothing. Shared values such as the Golden Rule shared by all major religions- developing their knowledge of scripture. Service to others- linked to Sewa, concept learnt in the Dharmic faiths.	Pupils will develop evaluation skills by reaching informed judgements about non-traditional belief systems, such as Amish, Wicca, Scientology, Bahai, Satanism and Rastafari. Knowledge about the six major religions will be developed here, so pupils can see how other worldviews have been formed. Analysis of sacred scripture- Biblical quotes taken and analysis of how Rastafari have interpreted these to follow the Rastafari way of life.
	Wider Curriculum	Sewa Day	History link- Holocaust, PD Good citizens	British values- tolerance, respect, Y8 Positive Choices Day	Islamophobia Awareness Month British values- rule of law	Interfaith Week, Sewa Day, British values- tolerance, respect Christmas Jumper Day- service	British values- tolerance, individual liberty
9	Theme	Sikhism	Islam 2- 'can you survive a zombie apocalypse?'	Christianity 2	Ethical Issues	Positives and negatives	Philosophy of religion
	Concept	Spirituality	Beliefs, spirituality	Beliefs	Ethics	Ethics, beliefs	Big questions
	Skills Knowledge	An in depth exploration of Sikh history, belief and modern Sikh practice. Historical background- linking to Dharmic faiths and the role Guru Nanak plays in the formation. Pupils to develop understanding of 'sewa' from Y8, and plan 'Sewa Day' to honour in school. Pupils will develop literacy skills by using evidence and examples to illustrate explanations of belief and practice within Sikhism, such as the formation of the Khalsa to understand the relevance of the 5 K's. Pupils will learn about holy texts and the treatment of	An in depth examination of Islam in the modern world including how Islamic history impacts Muslim belief and practice today. The big question ' can you survive a Zombie Apocalypse?' pupils will be in groups building up a community that is fit to survive, pupils will be using Muslim teachings and practises and can decide to adapt these to survive. Pupils will start to understand how the Muslim community was formed- the role of Muhammad, the rules of the Ummah. Understand Shariah law- punishments and goals. Muslim funerals- the features, the rituals.	An examination of Christian teachings about the nature of God- characteristics of God. Understanding of Jesus role in atonement and salvation. Understanding of Easter as a festival, the importance of it and why it is regarded as such an important festival, link to Jesus' resurrection. Use of sacred writing to support explanations of Christian beliefs and practices. Understand diversity of practise by studying Christians around the world, how different festivals can be celebrated differently with different culture influences etc.	An introduction to the skill of ethical reasoning via exploration of contemporary moral issues. Investigation into LGBT and racism, exploitation, e.g fast fashion. Death penalty- linking to GCSE crime and punishment unit. Pupils to investigate scripture from Christianity and Islam and develop an understand of religious views on the death penalty, whilst coming to a justified conclusion of their own. Medical ethics- pupils to investigate into different fields of ethics and the ethics and morality behind it, pupils to present in groups their views and findings. Skills- group work, analysis, evaluation	Pupils will develop evaluation skills by making informed judgments about the impact of religion in the modern world. Positives- inspirational figures in religion, including converts to the faith with an inspirational background story. Religions role in helping with the wider community- Refugees and religion. Negatives- Moral absolutes in faith and the lack of individual liberty- analysis of scripture such as the 10 commandments. Extremism- how interpretation of scripture can negatively impact the view society has on religion. Cults- the formation of dangerous cults with dangerous views	Pupils will explore a range of arguments for and against the existence of God and use philosophical reasoning to reach their own conclusions about the origins of the universe and God's existence. Design argument, first cause argument- how these can prove the existence of God. Miracles and religious experiences, free will and determinism Problem of evil- a philosophical argument that tries to challenge the classical view of God. Skills- philosophical debate, discussion, evaluation, analysis, interpretation

		this inside the holy place of worship, Gurdwara.	<p>One of the 5 pillars Zakah- almsgiving and how this contributes to a fairer society.</p> <p>Practises- Eid ul Fitr, how it is celebrated, why it is celebrated?</p> <p>Use of sacred writing to support explanations of Muslim beliefs and practices.</p>				
	Wider Curriculum	Y9 Gurdwara trip, Sewa Day	BV- Rule of law, Ramadan Challenge whole school comp	PD Statutory RS in Y10- Diversity of faiths	PD- Good citizens, rule of law BV	Refugee week, Good citizens in PD, BV- individual liberty, rule of law	Individual liberty BV
10	Theme	Christianity – beliefs and teachings	Christianity – beliefs and teachings	Islam – beliefs and teachings	Islam- beliefs and teachings	Peace and Conflict	Human rights and social justice
	Concept	Beliefs	Beliefs	Beliefs	Beliefs	Ethics	Ethics
	Skills Knowledge	<p>A detailed exploration of Christian beliefs and teachings including the nature of God, creation and the afterlife.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>A closer examination of Christian beliefs about Jesus including Jesus as the incarnation of God, the crucifixion, resurrection and ascension, his role in salvation and atonement.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>A detailed exploration of Muslim beliefs and teachings including the 6 articles of faith and 5 roots of Usul ad-Din, the nature of God, angels, the afterlife and human freedom.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>A closer examination of Muslim beliefs about prophethood, holy books and the imamate in Shi'a Islam.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>An examination of the ethical issues surrounding peace and conflict including different views on violence, use of weapons of mass destruction, pacifism, terrorism, just war and holy war.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>An examination of the ethical issues surrounding human rights and social justice including different views on the status of women in religion, the use of wealth, prejudice and discrimination.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>
	Wider Curriculum	Interfaith Week		BV- Tolerance	BV- Tolerance	PD Good citizens, BV Rule of Law	PD Respectful relationships- treatment of women, BV Good Citizens
11	Theme	Christianity - practices	Christianity - practices	Islam- practices	Islam- practices	Relationships and families	Crime and Punishment
	Concept	Spirituality	Spirituality	Spirituality	Spirituality	Ethics	Ethics
	Skills Knowledge	<p>A detailed exploration of Christian practices including different forms of worship, prayer, the sacraments and especially baptism, pilgrimage, and the festivals of Christmas and Easter.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>A closer examination of Christian practices including food banks and street pastors, mission, evangelism and Church growth, The Church's work on reconciliation and response to persecution, and the work of Christian Aid.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>An exploration of Muslim practices including the 5 pillars and 10 obligatory acts, differences in Sunni and Shi'a practices. A detailed focus on Shahadah and Salah.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>A closer examination of Muslim practices including sawm, Ramadan and the night of power, Zakah and Khums, Hajj, Jihad, Id ul Fitr and Id ul Adha, Ashura.</p> <p>Written skills developed: AO1 (explanation) and Ao2 (evaluation)</p>	<p>An examination of the ethical issues surrounding relationships including differing views on contraception, sex outside of marriage, homosexuality, marriage, divorce and remarriage, same sex marriage, polygamy, the nature and purpose of families, cohabitation and the roles of men and women.</p>	<p>An examination of the ethical issues surrounding crime and punishment including differing views on corporal punishment, the death penalty, forgiveness, reasons for crime, the different types of crime, the aims of punishment, and the treatment of criminals.</p>



						Written skills developed: AO1 (explanation) and Ao2 (evaluation)	Written skills developed: AO1 (explanation) and Ao2 (evaluation)
	Wider Curriculum	Easter assembly	Good citizens PD- Social action	Ramadan challenge school comp, Ramadan/Eid assembly	Ramadan challenge school comp, Ramadan/Eid assembly	PD Respectful relationships	PD Good Citizens, rule of law,